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ABSTRACT

This teaching guide represents the 10th grade career guidance unit, one of a 5-part series of activity books for students in grades 8 through 12. Each unit is presented as a 2-week long program with supplemental activities included to allow expansion to 4 weeks. Introductory suggestions for facilitators are provided, focusing on activity adaptation, timing, small group formats, activity style, and relevance. The materials in this unit concentrate on the elements of career awareness and educational awareness, and provide a statement of goals, career guidance components, subject area usage suggestions, and an overview of 10 activity sessions. Each activity session is detailed in terms of its purpose, group size, sample worksheets, time requirement, materials, procedures, and references. The appendix includes suggestions for supplemental activities, a media list, and a bibliography of secondary career guidance materials. (NRB)

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CAREER EXPLORATION

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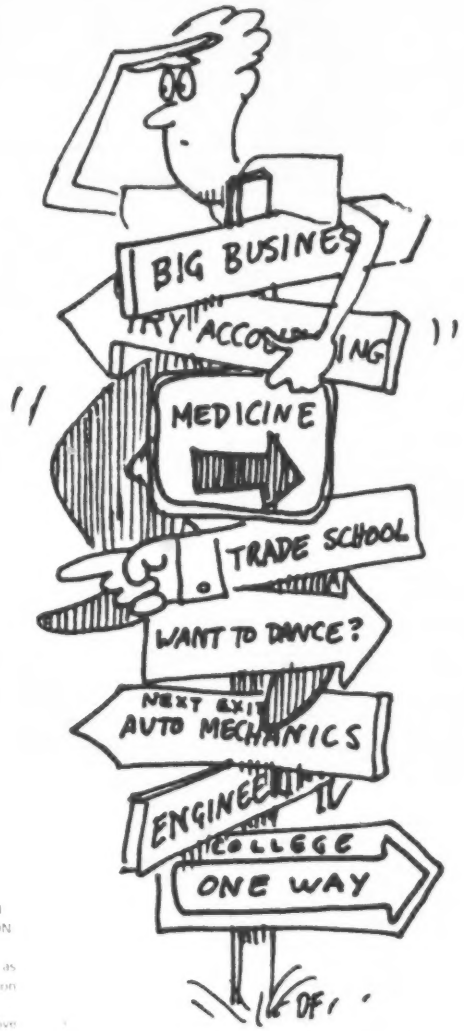

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1980

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ACKNOWLEDGMENTS

Many thanks to the secondary staff of the Pima County Career Guidance Project for their talents and efforts in developing classroom activities. Many of these activities appear in the Career Guidance Program Manual, written and piloted by project staff during 1979 as part of a special program for target students. These activities have been created, tested, shared and then revised.

Special thanks goes to Ann Ball and Jane Kinney for their assistance in writing of the initial stages of this project. Thanks also to Karen Johnson and Diane Rasley for their special cooperation in typing many pages.

Final appreciation is expressed to the Project Administrative staff. This includes: Joyce McKay, Director, Connie Daniel, Assistant Director, Tucson Unified School District; Sharon Eaton, Assistant Director, Balance of County Schools; and Don Lawhead, Assistant Director, Research and Evaluation.

Jan Gore
Career Guidance Specialist

Betty Mason
Secondary Program Implementor

SUGGESTIONS TO FACILITATORS

ADAPTING: A key factor in insuring program success is in keeping in mind the versatility of the activities being presented. Every activity can be adapted to any class, no matter what size or subject matter. Sections of one activity can be tied into sections of another in order to create outcomes that differ from those suggested here. If teachers feel the students don't need a particular activity or skill, omit and/or use a supplemental activity. Whenever possible, activities should be directly tied into the subject matter.

TIMING: Times suggested for each activity are estimates. Teachers should feel free to shorten, lengthen or modify activities to fit their particular situation and students' needs. Whenever the term class period is used, the activity should fit into a 45-55 minute time slot.

SMALL GROUPS: Whenever possible use small groups. This allows for greater student participation in a less threatening atmosphere and it also provides an opportunity for student leaders to emerge. Students can also be used as group facilitators.

STYLE: Use of these activities in any classroom serves as a highly motivating method to encourage student involvement and participation. The style of presentation and processing, rather than the exercise itself, is often the key to success. Teachers who are familiar with the activity before using it in the classroom will feel more confident and successful. The teacher or facilitator needs to model the activity by using himself or herself as an example. This gives students an understanding of the intent of the exercise and creates an atmosphere in which the students can come to terms with themselves, the school and the community. The participation of the career specialist or the school counselor might also be sought to implement the activity with the class.

RELEVANCE: It is critical that the students see the practicality and the relevance of these activities, so that school becomes a place where they are exposed to the realities of their life, their future and their community--particulary in terms of jobs. This association can be made more strongly by doing the following:

a) Summarizing each activity by asking students, "How does this activity relate to you and your future?" or "Why do you think we did this activity?"
b) Bringing community workers and employers into the classroom, as well as providing opportunities for the students to make contact with workers off campus.

The career guidance activities presented in this packet are a sample of those that can be successfully implemented in the classroom. It is crucial that the needs of students be the focal point of any activities used.

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION	STUDENTS CONSIDERATIONS
SELF-AWARENESS	Achieve an increased awareness and understanding of interests, aptitudes, and responsibilitites as these relate to various careers.	What are my interests? What are my abilities? How do my interests and my abilities fit my career choice?
EDUCATIONAL AWARENESS CAREER AWARENESS	Deomonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.	My favorite subject/class in school? My biggest success? How do I share these skills and successes with my community? How do I use my skills and success to meet my career goals?
ECONOMIC AWARENESS	Understanding the world of work and its impact on society.	How will my work affect my life? How will my lifestyle affect my work?
DECISION MAKING	Make decisions related to career areas being explored.	How do people affect my decisions? How does my knowledge affect my decisions? How do my beliefs, values, dreams affect my decisions? How do my decisions affect my life and work?
BEGINNING COMPETENCY EMPLOYABILTIY SKILLS	Possess career entry-level upon exiting from the formal educational program.	What do I need to get a job? How does what I learn get me a job?
APPRECIATION AND ATTITUDES	Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life.	How do my attitudes affect what I learn? How do my attitudes affect what I like?

OVERVIEW OF CAREER GUIDANCE UNITS

FOR SECONDARY SCHOOLS

All units will be two weeks in length, but supplemental activities will be included to allow expansion of up to four weeks of involvement

These units were planned so that all eight elements would be covered during the four years of high school. Although we have focused strongly on several elements in each unit, most units touch on all.

Grade 8 — EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four year high school program based on a greater understanding of themselves and their goals.

Grade 9 — DECISIONS!DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 — CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 — FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

Grade 12 — FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

*As these units are implemented it is essential that there is coordination with other curriculum areas so that the items being taught are reinforced in other areas (career guidance infusion). For example, math classes would make an effort to reinforce economic lessons taught in the 11th grade program.

10th GRADE UNIT

CAREER EXPLORATION

UNIT GOALS: Students will become familiar with a variety of occupations and recognize that career development continually changes with educational and occupational experience.

Students will complete job seeking tasks such as filling out a job application and interviewing for a job. This is to assist students who may be looking for part time work at this point. (Job seeking skills are emphasized in greater detail in the 11th grade unit.)

CAREER GUIDANCE ELEMENTS: Career Awareness and Employability Skills.

TARGET AUDIENCE: 10th grade

SUGGESTED SUBJECT AREAS: English, Reading, Social Studies, or Exploratory Business

OVERVIEW OF SESSIONS

Session 1 — A Typical Wednesday

Students will project into their future what their life will be like at age 30.

Session 2 — Try It, You'll Like It

Students will survey their interests and skills for surviving in the world of work and in the home.

Session 3 — I'd Like To Be

Students will indicate values choices and explore careers and lifestyles relating to those values.
*Supplement to Session 3, Values Auction:--Through a simulated auction, students spend "money" on the values that are most important to them.

Session 4 — Six Work Categories

Students analyze their interests relative to six major career categories.
*Supplement to Session 4, Increasing the Options: -- Students will examine careers they want and don't want in view of sex role stereotypes.

Session 5 — Formal Interest Survey

Students will take a commercially produced interest survey, and compare it to the informal values-based surveys of sessions 3 and 4.

Session 6 — What Are the 15 Career Clusters?

Students will become familiar with the cluster concept for grouping related careers, and will identify one cluster that interests them most.

Session 7 — Using the O.O.H. (Occupational Outlook Handbook)

Students will learn career research skills, and will discover main requirements, advantages, and disadvantages of the careers that interest them.

Session 8 — Exploring an Occupation

Students will learn two other methods for learning about an occupation--the worker interview, and job shadowing.
*Supplemental Activity: Career Research Paper--This is for teachers who want students to explore an occupation in depth and write a paper of their findings.

Session 9 — Filling Out An Application

Students will experience the application process.
*Supplemental Activity: Telephone Techniques--Students experience calling on the phone through role-play of situations written on index cards.

Session 10 — Practice Interviews

Students will experience a job interview through a simulated situation, or role-play.
*Supplemental Activity: Future Planning--Students will fantasize their future and outline steps needed to reach their goal.
Supplemental Activities: College Bound?, Trade School Bound?--Students will begin the research and decision process for what they do past high school.

APPENDIX

Supplemental Activities

- --Values Auction
- --Increasing the Options
- --Research Paper for Career Exploration
- --Telephone Techniques
- --Future Planning--Part I
- --Future Planning--Part II
- --College Bound?
- --Trade School Bound?

Media List

Bibliography - Secondary Career Guidance Materials

SESSION 1

TYPICAL WEDNESDAY

PURPOSE:

A. Teacher - To evaluate the long-term goals of students and identify whether or not there is a need for non-traditional career exploration.
B. Student - 1. To establish long-term goals that are important to the individual. 2. To identify personal goals as part of making career decisions. 3. To realize personal goals are often stereotyped and incongruent with reality.

GROUP SIZE: Individual

TIME: 30-45 minutes

MATERIALS: Paper, pencil

SOURCE: Equals, Institute, Oct. 1979, Departmental Career Guidance Project, New Frontiers Program.

PROCEDURE:

Assignment: Imagine you are thirty years old. Describe a typical Wednesday in your life.

Directions to teacher: Ask your students to "Imagine you are 30 years old. Describe a typical Wednesday in your life." Give students a full piece of paper so they are free to write as much as they want. (This survey works well with students from 6th to 12th grades.)

BE SURE STUDENTS INDICATE WHETHER THEY ARE MALE OR FEMALE. Tell them that these typical days will be read aloud, but that the writer's name will not be revealed.

Collect papers.

Put chart on board. Have one student serve as recorder.

As the paragraphs are read aloud, have the recorder record pertinent information. Also have the students in the class determine whether the author was male or female. Ask them to give reasons for their guesses.

Analyze findings and summarize trends. In analyzing your data, list the specific careers or occupations mentioned by males and females, and indicate how many males and females mention each occupation.

Record numbers of males and females that do not mention specific careers or occupations but indicate that they go to work.

Record number of males and females that do not mention work at all.

You might find it interesting to record the number of males and females that discuss family responsibilites (feed the kids, play with them, feed my husband, wife, etc.).

Look for trends relating to your subject area, in sex roles and in futurism. What conclusions can you draw?

Have students make "I learned....." statements.

TYPICAL WEDNESDAY TREND CHART

	Traditional Career Mentioned	Non-traditional Career Mentioned	No Career Mentioned	Marriage Mentioned	Outside Home Activities Mentioned	Housework Mentioned	Children Mentioned	Other
FEMALE								
MALE								

DIRECTIONS:

For each essay mentioning any of the above ideas, please tally the numbers by sex.

12

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SESSION 2

TRY IT YOU'LL LIKE IT

Part A--Thinking About Paid Work In Your Life
Part B--Working Inside My Home: Where Am I Now?

PURPOSE: To have participants consider their interests and abilities in two roles: a) in the working world and b) at home. In today's world, both males and females need to be prepared with a full range of skills in both areas.

GROUP SIZE: Individual

TIME: One class period

MATERIALS: Worksheet and pencil for each participant

SOURCE: Try It, You'll Like It ! A Student's Introduction to Nonsexist Vocational Education, p. 15 and p. 33.

PROCEDURE: Distribute workskeets to each participant.

Part A: Introduce activity by asking such questions as: How much do you know about the possible role in your life of paid work outside the home? Will you work? How much money will you make? What will you do? Does it make a difference whether you are female or male when you think about these questions?

Part B: Introduce this activity by asking such questions as: How much do you know about working inside your home? What is involved in maintaining a home for yourself or for you and others? Can you do all the basic survival tasks necessary for living alone? Can you do the things necessary to contribute to the well being of those you live with? Does it make a difference whether you are a female or male when you think about these questions?

Directions for each part are the same. "Read the questions below and check the answer with what fits you best."

Have students look over their question sheets and note areas in which they feel quite self-sufficient and areas that they need to acquire more information and skills. Students may want/need to discuss this information and how they can gain the additional information they need in order to set a plan for their learning and acquiring new skills that seem important to them.

The following lists give some suggestions.

FINDING OUT ABOUT SPECIFIC OCCUPATIONS

When you have identified your general occupational interests and begin to consider a wide variety of occupations which may fit your interests and needs, you will probably find that you need to get more information about some of the occupations which interest you. It is important that you find out as much as you can about several occupations before you make any decisions.

You can find out about specific occupations in a number of ways:

- -you can read and do research
- -you can talk to workers who are already in the occupations which interest you
- -you can take vocational courses and survey courses which introduce you to the skills you need for various occupations
- -you can try to find part-time or cooperative work in jobs which interest you

GETTING MORE INFORMATION ABOUT RUNNING A HOME

Learning more about the tasks involved in running a home and getting more information about your own skills and knowledge begins (where else?) at home.

You can:

- -spend a day with your mother(or another adult female) while she works in or around the home or for the family and make a list of every task she does and how long it takes her to do it

- -spend a day with your father(or another adult male) while he works in or around the home or for the family and make a list of every task he does and how long it takes him to do it

- -organize a "job try-out week" at your home: get all your family members (or all the people who live in your home) to make a list of all the work that needs to be done in or around the home or for the family (be sure to indlude such things as child care, driving people to the dentist, etc.) then assign jobs so that every one gets a chance to try every job she or he hasn't done before. (While there may be people in your house who are too young to do certain jobs safely--a four year old can't drive a car or work on a stove--make sure that other people are not excused from trying jobs because of their lack of experience or because of stereotyped ideas of "women's work" or "men's work.").

It would be important to talk with family members about your reasons for doing this activity so that they won't feel as if you are checking up on them.

THINKING ABOUT PAID WORK IN YOUR LIFE

How much have you thought about the work that you might do for pay? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

PAID WORK IN MY LIFE: WHERE AM I NOW?

When I think of my life, work that I do for pay seems to be:

_____very far away from my life now
_____a decision that I need to begin thinking about now

I believe that the work I do for pay will:

_____not be very important or take very much time in my life
_____be a very important and time consuming part of my life

I think that my paid employment is likely to be:

_____interesting and a source of satisfaction to me
_____not very interesting, just something I'll do to make money

I think that when I work for pay it will be in a job which is:

_____traditional for my sex
_____not traditional for my sex

I would like to work with:

_____members of my own sex
_____members of the opposite sex
_____both females and males

I believe that I have considered:

_____a few possible occupations
_____a great variety of occupations

I believe that I have:

_____very little idea of the work I would like to do for pay
_____a good idea of the work I would like to do for pay

If I had to support myself now, I would:

_____have trouble finding a job I would enjoy
_____be able to do several different jobs that I would enjoy

I think that the work I would like to do will:

_____require very little training
_____require a fair amount of training

If I had to choose a career tomorrow, I would choose to be _____
and I would need to get the following training_____.

I think that my paid work opportunities will be influenced by sex discrimination and sex stereotyping:

_____very little, if at all
_____to some degree
_____a great deal

I think that the factors which will be most important to me in choosing an occupation will be:

_____interest _____security _____high pay_____ prestige_____ independence
_____excitement _____a chance to help others or to contribute to society
_____freedom to do things other than my occupation _____other_____

Read back through your answers. Are you satisfied with them? Do you think that your answers would be the same if you were a member of the opposite sex? Should they be the same?

THINKING ABOUT YOUR WORK INSIDE THE HOME

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

WORKING INSIDE MY HOME: WHERE AM I NOW?

I think I have:

_____a good idea of all the tasks that go into running a home and caring for family members
_____a general idea of what goes into running a home, but I really haven't thought much about it

I:

_____accept a lot of responsiblity for doing many different kinds of jobs around my home
_____do jobs in my home mainly when someone tells me what to do
_____rarely do work around my home

When I do work around my home, I do:

_____work that helps me alone(cleaning my own room, fixing my own food, arranging my own entertainment
_____work that helps other members of my family(working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

_____do more work that I do around the home
_____do about the same amount of work abound the home as I do
_____do less work around the home tha I do

Around my home, I do work which is:

_____traditional for my sex
_____nontraditional for my sex
_____both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

_____do a good job
_____do all right
_____have real problems

If I had to take care of other members of my family for a week I would:

_____do a good job
_____do all right
_____have real problems

In my ideal family or home living situation:

_____Men would do traditional "men's work" - working outside the home to support the family, working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" - working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.
_____All family members would take turns doing all jobs inside the home; females and males would share all tasks.
_____Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

If I were a member of the opposite sex, my ideal home living situation would be:

_____the same as it is now
_____the opposite of what it is now

SESSION 3

I'D LIKE TO BE

PURPOSE: To clarify personal values, to set goals

GROUP SIZE: Individual to small groups

TIME: 30-40 minutes

MATERIAL: Printed handout, paper and pencils

SOURCE: Merrill Harmin * (Procedure by Barbara Hanson, Pima County Career Guidance Project

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PROCEDURE: A Possible Sequence:

1. Ask students to complete the sheets thoughtfully. Avoid getting into definition complexities at this point; rather, recommend that those confused by a word define it in any way they choose. If necessary, remind students that there are no right answers and that our purpose is simply to clarify our thinking.

2. It's fun to tally first choices. Ask how many rated Powerful number one. Have a student write the word and the number on the board. Do the same for each of the twelve qualities. Invite comments.

3. There are some interesting ways to form groups to compare and share work. One way would be to put together all those who selected Powerful as their <u>most</u> important quality, those who selected Skillful as most important, etc. (Adjust to keep groups in the three-to-four person range.)

   Since students'extreme rankings will agree, they can next see if their other rankings agree. They can also compare other thoughts, if they choose to do so.

4. Ask students to sit alone and write some "I learned" statements: I learned that ..., or, I was surprised that..., or, I am beginning to wonder ..., or, I re-discovered...

5. Call on five to ten students, or ask for volunteers, to read one or two of their "I learned" statements. Any student can pass, of course.

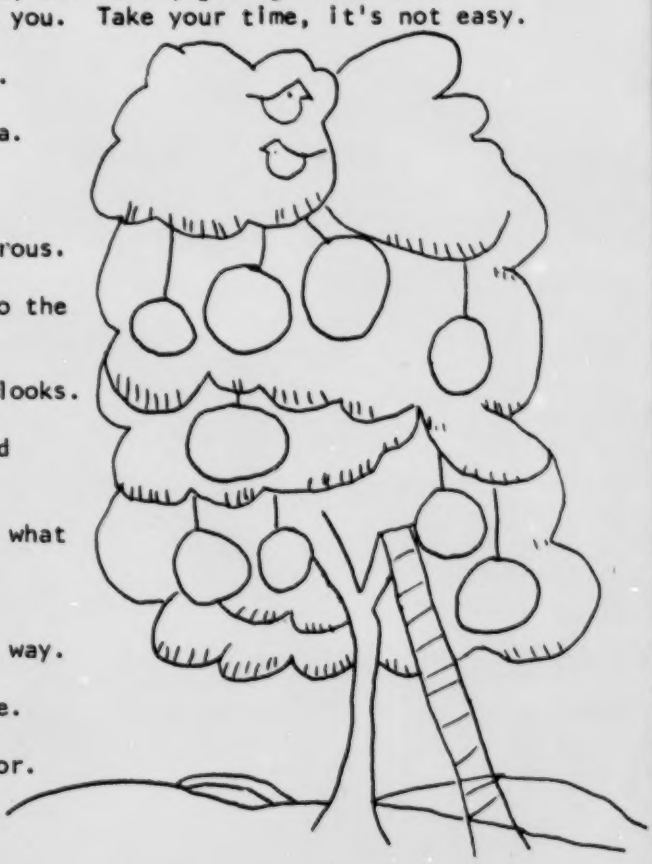
6. Conclude with a large group discussion.

<u>Some Discussion Questions</u>

1. Anyone willing to read some of what he/she wrote for the last few questions?
2. How many would have ranked the qualities differently a year or two ago?
3. How many of you are pretty much the way you would like to be? That is, the qualities you would <u>like</u> to have, you <u>do</u> in fact have? How many are close but not quite there? Any comments?
4. Can you guess how your brothers, sisters, or parents, would rate the qualities? Perhaps make a prediction and then ask a family member to rate the items. Check your predictability.

"I'D LIKE TO BE....."

a. Go through the qualities below and mark 1 by the most important to you. 2 for the next most important, and so on, giving 12 to the quality that is least important to you. Take your time, it's not easy.



POWERFUL--have control over others.

SKILLFUL--be an expert in some area.

FAMOUS--be very well known.

GOOD--be known as kind, good, generous.

HELPFUL--be helpful to others or to the world in important ways.

ATTRACTIVE--have others like your looks.

PLEASED--have a lot of fun and good times.

FREE--not be restricted from doing what you want to do.

PEACEFUL--have inner peace and contentment, not be anxious in any way.

WISE--have deep and broad knowledge.

LOVED--be deeply loved and cared for.

HEALTHY--be sound in body and free from physical disease and pain.

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b. Next underline the top four choices. Imagine a person who very much values those four things. What does she or he like to do?

What plans has that person for the future?

What does that person think about himself or herself?

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c. Consider to what extent you are now like your top four choices. Write about any gaps between your present life and the way you would like to be.

Write also about things you might do to help you become what you wish to become.

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SESSION 4

SIX WORK CATEGORIES

PURPOSE: To help students see the correlation between interests and abilities and job choice.

GROUP SIZE: 10-30 students

TIME: One class period

MATERIALS: Attached worksheet, paper, pencil, Optional placards for each career category for groups

SOURCE: Jan Gore, Pima County Career Guidance Project staff

PROCEDURE:

Using attached worksheet (or students' own paper), ask students to list eight things they have done in the last year. This list does not need to be in any special order. Students should include things done for pleasure, things that relate to work or leisure, paid or not paid, things they were proud of, were praised for, or were comfortable doing. (15 minutes)

Now ask students to put headings on the grid opposite their list. The headings are to reflect six main categories of work. Students go through their lists of achievements and place a checkmark in the grid where appropriate. Example: If a student completed an art project, he/she would check the artistic box opposite that achievement to indicate that that project was primarily artistic in nature. When finished, students should examine their lists to see whether one work area has more checks than another. (10 minutes)

Ask students to get into small groups according to their interest areas, and to brainstorm jobs that would fit the general interests within each group. Ask each group to come up with a list of ten jobs, which can then be listed on the board, or placed on a bulletin board, and labeled with the description of that job category.

Variation or Supplement: (For a class where students know one another well.)

Teacher could make a worksheet with the six career categories listed, and some space for writing names below each category. Students then quietly list names of classmates under appropriate headings, as they see that student. Care should be taken that each student names every other student under one category. Students put themselves in a category as well. Now teacher tallies names on board under the main category headings so students can see where others see them as having interests and abilities.

WORK CATEGORIES

Eight things I have done in the past year:	Athletic/ Mechanical	Analytical	Artistic/ Creative	Clerical/ Numerical	Managerial/ Persuasive	Developmental
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
Total for each category:						

Description of six common work categories:

1. Athletic/mechanical: These people have athletic and mechanical ability, and prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

2. Analytical: These are people who like to observe, learn, investigate, solve problems, evaluate and analyze.

3. Artistic/creative: These are people who have artistic or creative abilities, and like to work in situations where they have freedom to use their imagination and creativity.

4. Clerical/numerical: These are people who like to work with numbers and data, who have clerical or numerical ability, who like to carry things out in detail, or who like to follow others' instructions.

5. Managerial/Persuasive: These people like to work with others, persuading, influencing, leading, performing or managing.

6. Developmental: These people like to work with other people to help, train, inform, or cure them, or they are good with words, writing or speaking.

SESSION 5

FORMAL INTEREST SURVEY

PURPOSE: Students will evaluate career goals in terms of interests as shown in a commercial interest survey.

GROUP SIZE: 10-30 students

TIME: One class period

MATERIALS: A commercial interest testing instrument, such as, JOB-O, Kuder, COPS, or the SDS.*

PROCEDURE:

Check with your local school district office of testing and measurement to see what is commonly used and recommended at this grade level, and what is available to use.

Administer the test according to directions.

Students will answer questions about educational choices, field of interest, personal interest, etc., and will end with a list of jobs or categories of jobs that fit their interests.

Note: It is very important that some follow-up discussion and/or research be done after an interest survey such as this. Students must not be left up in the air to interpret test results as best they can. The school counselor may be called in for follow-up discussion, or the teacher can do some discussion/processing by asking questions and answering questions.

Questions: Did students come out on the formal test with answers similar to those of the informal activities done in class, such as session 4? Did any of the test results surprise them? What might be the reasons? Has the test given students ideas for things to investigate further?

FORMAL INTEREST SURVEY

A formal interest inventory is based on students self-evaluation of characteristics or job tasks that indicate special areas of job interest. These can be used in connection with informal surveys to give direction to career study.

Suggested below are a few aptitude tests and interest inventories we have found useable with students. Check with the testing division of your local school district to find what they may approve or may have available.

JOB-O

Job-O is for use mainly with freshmen and sophomores. It takes about fifty minutes, and can be used as a basic to start a unit on Career study or as a summary, or anywhere in between. Job-O is based on student self-evaluation of characteristics that match up with different jobs. Reuseable Booklets and self-scoring inserts.

ADDRESS: Career Materials
P.O. Box 4
Belmont, California 94002

HOLLAND - SELF DIRECTED SEARCH

A self-administered, self-scored and self-interpreted inventory. Takes forty to sixty minutes. Inventory is based on self estimate. Based on author's theo y of vocat!onal choice.

ADDRESS: Consulting Psychologist Press
577 College Avenue
Palo Alto, California 94306

COPS (California Occupational Preference System)

A general survey instrument for use with a classroom or on an individual basis. Requires about one hour. Self scoring. Profile compares interests with those of others within fourteen major occupational groupings.

ADDRESS: COPS
P.O. Box 7234
San Diego, California 92107

KUDER E

Easily administered. One to two hours required. Gives general areas of interest.

ADDRESS: SRA
259 E. Erie Street
Chicago, Illinois 60611

SESSION 6

WHAT ARE THE 15 CAREER CLUSTERS?

PURPOSE: To explore the career clusters - particularly as they demonstrate common characteristics and the chance for future career mobility.

GROUP SIZE: 10-30 students

TIME: 30-40 minutes

MATERIALS: Blackboard and chalk, overhead projector (optional), chart of the 15 clusters enlarged (optional)

SOURCE: Jan Gore, Pima County Career Guidance Project staff

Background Note: With the new emphasis on Career Education that began in the early 1970's, people in business and industry and education found they needed a system for referring to careers by areas. The United States Office of Education therefore designated 15 career clusters. Jobs in each cluster are related to each other by skill, task, or product. Generally people with the same aptitudes and interests tend to work in the same clusters.

One advantage of the clusters is that with today's rapidly changing technology, it is common for workers to change jobs three or more times in a lifetime. It is easier to make a smooth career change and to re-train for the change, if one is familiar with related jobs.

PROCEDURE:

1. Write the 15 clusters across the top of the chalkboard. As a class, brainstorm jobs under each cluster. What types of jobs are these? What aptitudes, abilities, likes and dislikes do workers in each cluster have? (15 minutes)

2. Remembering the six work categories of session 4, which clusters would interest someone who was artistic? Athletic? Mechanical? Good with numbers? (Note: the clusters are meant to be flexible. Architect, for example, could fit under art, construction, or both.) (15 minutes)

3. Take a straw vote to see which clusters are represented by parents and relatives of class members. How many students know someone in construction? In business and office? Ask each student to name a job he knows, to see if the class can discover the cluster. Which students are interested in the same general career as someone in their family? Which students are looking for something new? (15 minutes)

4. Ask students to choose one career from the cluster they like best for tomorrow's research with the O.O.H. (5 minutes)

SIMPLIFIED OCCUPATIONAL CLUSTERS

Business and Office: Bookkeeper, stenographer, office clerk, secretary, management, computer programmer, office manager.

Marketing and Distribution: Public relations, product transportation, storage and handling, selling, finance, credit, insurance, advertising display.

Communication and Media: Telephone, telegraph, radio, television, photo reproducers, recordings, commercial artists, design, graphic arts.

Construction: Crafts, equipment operators, masons, utilities, foundation work, architectural design, estimating.

Manufacturing: Assembly line operators, machine operators, product inspection.

Transportation: Commercial aviation, liquid and gas transmission, ocean water transportation, stewards, dispatchers, agents, land transportation.

Agri-Business and Natural Resources: Guardianship of Indians, conservation, management of petroleum and forestry land, fire control, hydro-electric power, fisheries and wildlife.

Marine Science: Marine research, seafood processor, ocean fisherman, inspector, oceanographer, underwater construction and salvage worker.

Environmental Control: Soil and mineral conservation control, mineral extraction, air pollution, planning of urban land, noise abatement, timber, game, wildlife law enforcement.

Public Service: Parks and recreation design, legal services, prison industries, public nursing homes, public transportation, education, police, and fireman.

Health: First aid and rescue, medical records, community health services, surgical dental care, pharmaceutical science, public and private health care.

Recreation, Hospitality, and Tourism: Leisure-related property, discotheques, golf and tennis clubs, museums, travel aids, recreation safety, day care centers, libraries.

Personal Services: Barbering, cosmetology, massage, pet grooming, mortuary science.

Fine Arts and Humanities: Creating, performing, design, visual and graphic arts, languages, culture, creative writing.

Consumer and Homemaking: Nutrition, public housing, housing design, interior decorating, clothing design, selection of furnishings, child care homes.

JOB CLUSTERS WITH JOB AREAS

BUSINESS AND OFFICE

Management, supervision, personnel, accountant, bookkeeper, systems analyst, computer programmer, computer operator, secretary, stenographer, general office clerk, clerktypist, machine transcriber, office machine operator, office supervisor, office manager, entrepreneur, corporation ownership...

MARKETING AND DISTRIBUTION

Management, supervision, personnel, advertising display, public relations, product transport, storage materials handling, selling, industrial purchasing, buying for resale, procurement, trade, non-store retailing, finance, credit, insurance, research...

COMMUNICATION AND MEDIA

Management, supervision, personnel, data transmission, telegraph, telephone, radio/television, satellite transmission, laser transmission, photographic reproduction, recordings, signal/symbols, design production, graphic arts, journalism, commercial art...

CONSTRUCTION

Management, supervision, personnel, crafts, material procurement, equipment operators, estimating, masonary, architectural design, nursery operations, ground maintenance, site preparation, utilities, foundation work, prefabrication, building systems...

MANUFACTURING

Management, supervision, personnel, assembly line operators, machine operators, foundry operations, material handling, recycling operators, product inspection, quality controller, product promotion, researcher, consumer research...

TRANSPORTATION

Management, supervision, personnel, commerical aviation, spacecraft transportation, pipeline and tank firm maintenance, liquid and gas transmission, solids transmission, inland water transportation, ocean water transportation, stewards, merchant marine officers, and seaman, land transportation, dispatchers, agents, structural maintainer...

AGRI - BUSINESS AND NATURAL RESOURCES

Management, supervision, personnel, guardianship of Indians, Eskimos and trust territories, conservation, pollution control, desalinization, mineral, petroleum, forestry, land and water management, hydro-electric power, fire control, planting and thinning of forest, fisheries and wildlife propagator, fish farmers, mining controls, petroleum seismographologist, horticultural products, food grading...

MARINE SCIENCE

Management, supervision, personnel, marine microbiological researcher, marine animal researcher, marine ecology researcher, seafood processor, ocean fisherman, seafood inspector, seaweed harvester and processor, charter boat operator, navigator, aquiculturer, fish hatchery operator, catfish grower, oceanographer, ocean mineral explorer, ocean current and water researcher, offshore mineral production, underwater construction worker, underwater salvage worker...

ENVIRONMENTAL CONTROL

Management, supervision, personnel, soil and mineral conservation control, soil management, mineral extraction, air pollution, meteorological processes, waste disposal, urban planning, rural development, ornamental horticulture, noise abatement, parasite contol, public land creation, protection and management, enforcement of timber, game, and wildlife laws...

PUBLIC SERVICE

Management, supervision, personnel, parks recreation design, maintenance of campgrounds and trails, public housing, social and rehabilitation of children, adult and family, legal services, prison industries, public nursing homes, employment services, defense, post office, public utilities, highways, public transportation, education, teachers, police, and firemen.

HEALTH

Management, supervision, personnel, medical records, medical library science, medical illustration and photography, vital statistics, health maintenance, coummunity health services, pediatric care and service, geriatric care and service, mental health, psychiatric services, first aid and rescue, medical emergency service, addidents, poisoning, control prevention, dental care, pharmaceutical science and public health, private health.

RECREATION, HOSPITALITY, AND TOURISM

Management, supervision, personnel, recreation planning, natural resource development, leisure-related property, facility and commodity entre-prenuership, pre-school play and day care centers, discotheques, golf and tennis clubs, museums, libraries, physical recreation program, festivals, fairs, travel aids, recreation sanitation, recreation safety, therapeutic recreation, correctional recreation, avocational counseling.

FINE ARTS AND HUMANITIES

Management, supervision, personnel, creating, performing, performing arts design, performing arts production, artist management, visual and graphic arts, media typing and filming, creative writing, languages, cultures.

PERSONAL SERVICES

Management, supervision, personnel, barbering, cosmetology, consultation and services on human weight control, massage, grooming of pets, obedience training, boarding and hospital services for pets, mortuary science.

CONSUMER AND HOMEMAKING

Management, supervision, personnel, food service production, management, delivery, development and nutrition, clothing design, alteration and product development, child care homes, services, guidance, public housing, social welfare, personal-family relationships, housing design, interior decoration, furnishing selection, refinishing.

DIRECTIONS: Match each occupation on the right with the most appropriate (best) cluster on the left. Each job only fits one cluster.

____1. Business and Office	A. Carpenter
____2. Marketing and Distribution	B. Actor
____3. Communication and Media	C. Appliance Salesperson
____4. Construction	D. Oceanographer
____5. Manufacturing	E. Interior Designer
____6. Transportation	F. Quality Control Inspector
____7. Agri-Business and Natural Resources	G. Farmer
____8. Marine Science	H. Nurse
____9. Environmental Control	I. Stenographer
____10. Public Service	J. Golf Pro
____11. Health	K. Pilot
____12. Recreation, Hospitality, and Tourism	L. City Planner
____13. Fine Arts and Humanities	M. Pet Groomer
____14. Personal Service	N. Disc Jockey
____15. Consumer and Homemaking	O. Teacher

ANSWER KEY TO EVALUATION

1. I. Stenographer		9. L. City Planner	
2. C. Appliance Salesperson		10. O. Teacher	
3. N. Disc Jockey		11. H. Nurse	
4. A. Carpenter		12. J. Golf Pro	
5. F. Quality Control Inspector		13. B. Actor	
6. K. Pilot		14. M. Pet Groomer	
7. G. Farmer		15. E. Interior Decorator	
8. D. Oceanographer			

SESSION 7

CAREER EXPLORATION WITH THE OCCUPATIONAL OUTLOOK HANDBOOK

PURPOSE: To help students get a better understanding of specific education and training required for certain jobs.

GROUP SIZE: Works best with 10-12 students but may be done with 20-30 at a time. (Enlist the help of another adult of working with a large or a slow group, as students will want assistance).

TIME: One or more class periods (slow readers will need more)

MATERIALS: Several copies of the Occupational Outlook Handbook or the Occufile*, or other career resource materials that would provide information needed for the student research.

SOURCE: Jan Gore, Pima County Career Guidance Project

PROCEDURE:

Review with student why it is good to know about more than one or two careers (to make an informal choice...because the Department of Labor predicts that most workers will change jobs more than once during a lifetime...because people might not be able to get your first choice, get into medical school, etc.).

Assign the worksheet and explain that this is not in-depth research at this time, but rather to skim for information on education, salary, personal qualities needed, etc. so that they can get a comparison and have a basis for making an informal choice. They will have a chance to do more extensive research another time.

Demonstrate how to use the OOH (Occupational Outlook Handbook), the Occufile, or any other career materials you may have for research. Show students where and how to find each of the pieces of information.

Students begin research; the teacher circulates, offering assistance, encouragement, and ideas for consideration as needed.

*Occufile available from Occupation Awareness, Box 948, Los Alamitos, California 90702. A kit of career cards, comes with 5 year free update. $150.
Occupational Outlook Handbook available from your nearest U.S. Government Printing Office or Federal Building, 1961 Stout Street, Denver, Colorado 80202 .303-837-3964. A book of career information organized by clusters. $12.00 per copy - prepaid.
SRA /OEK Kit (Occupational Exploration Kit), Science Research Associates, Inc.
Exploring Careers, United States. Bureau of Labor Statistics. Bulletin 2001.

NAME _____

CAREERS WORKSHEET

CAREER TITLE	YEARLY SALARY	EDUCATION/ TRAINING	PERSONAL QUALIFICATIONS NEEDED	H.S. COURSES NEEDED	OTHER: JOB OUTLOOK, PROS AND CONS, ETC.

Rank the careers. Cross out any that no longer interest you. Add others you would like to explore another time.

SESSION 8

EXPLORING AN OCCUPATION

PURPOSE:	To aid students in collecting information on careers either in career center or by interviewing workers they may find in the community.
GROUP SIZE:	Individual
TIME:	Variable
MATERIALS:	Access to career information publications, media, resource people.
SOURCE:	Pima County Career Guidance staff

PROCEDURE:

Arrange with your Career Center or library a time for your class to do research and for students to be given a brief orientation by the Career Specialist including where to find different types of materials and information. Students should have access to both written and audio-visual materials.

Give each student a copy of the attached worksheet, "Exploring an Occupation." This could be used for recording of research, or for interviews of workers. In addition, the teacher may want students to take notes and write a paper from the information.

Supplemental Activity: Career Research Paper

NAME_____

PERIOD_____

EXPLORING AN OCCUPATION

1. What is the title of the occupation?_____

   Under which career cluster is it listed?_____

2. Does the worker deal with (a) ideas, (b) people, or (c) things?

   _____

   Describe the activities the worker performs in relation to these categories.

3. Where is employment available for this occupation?_____

4. Is the need for workers in this occupation increasing or decreasing?

   _____

5. What benefits are received by the worker? (pay, satisfaction, etc.)

6. What promotions and/or opportunities could you anticipate in this career?

7. What are the specific advantages of this job? Disadvantages?

8. What qualifications and personal characteristics are important for these workers

9. What education and training is needed to enter this career?

10. How would one acquire the training?

11. How long would it take to acquire the training?

12. At what level could one enter if they did not have the formal educational requirements?

13. How might this job effect your personal life? (such as family life, housing, transportation, travel, time schedule, etc.)

14. State your reasons for choosing this career. Consider needs, values, desires such as money, prestige, or service.

SESSION 9

FILLING OUT JOB APPLICATIONS

PURPOSE: Each student will complete a job application in such a manner that it could hypothetically be used in an actual job-seeking application.

GROUP SIZE: 20-30 students

TIME: 30 - 50 minutes

MATERIALS: Employment application

PROCEDURE:

Give each student a blank employment application.

Review the form with the class emphasizing the importance of understanding every term and question.

Have students read the form in its entirety so that they become familiar with it before they begin working on it.

Stress the importance of legibility, neatness, correct spelling, careful consideration in choosing references, and the need for factual information, since the application is often the first contact the employer has with the applicant.

Note: Session 10 is for practice interviews. In remaining classtime, teacher may want to begin preparation discussion for interviews--go over the pre-planning and tips for the interviewing process as outlined in the next session procedure.

Students may want to decide on a job to interview for--such as grocery clerk, stockboy, waitress/waiter, receptionist, etc. Assignments could be made. Who will be first? Who will be applicant and who the employer?

application for employment

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other Than Wife or Children _____ Citizen of U. S. A. Yes O No O

If Related to Anyone in Our Employ, State Name and Department _____ Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

U. S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(Continued on Other Side)

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD:

List Any Physical Defects

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? In Vision? In Speech?

In Case of Emergency Notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

SESSION 10

PRACTICE INTERVIEWS

PURPOSE: To give students an opportunity to role-play and develop interviewing skills.

GROUP SIZE: Class

TIME: One or more class periods

MATERIALS: Completed Job Application from Session 9

SOURCE: Cathy Mendelsohn and Betty Mason, Pima County Career Guidance Project

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PROCEDURE:

1. Go over with students the points to remember prior to the interview. Explain why pre-planning is important.

2. Go over typical questions to expect in a job interview. See if students can brainstorm some of these frequently asked questions.

3. Have a teacher, counselor, student, or parent, act as the interviewer. Have students "bring" their application to the interview. Role-play the interview based on a job the student wants.

4. Begin role-play. Give "employer" the sheet of questions often asked. When the first role-play is done, give positive feedback to both the employer and the applicant. What did each do well? What could have been done differently?

5. Proceed as time allows with other role-played interviews. Be sure to give positive feedback to every student, as well as suggestions for improvement. The class may share in the feedback process.

SUGGESTIONS TO TEACHERS

FOR

MOCK INTERVIEWING

Preparing for the Interview

Have students apply for a job they can do now
Arrange who will be interviewed so they can dress appropriately and prepare for the interview. Give students extra credit for participation
Emphasize that the employer wants the applicant to fill the job, rather than belabor the negatives of interviewing.
Emphasize the neatness of the application and have students fill out an application.
Emphasize neatness of the applicant and dress appropriate for the job. First impressions count.
Anticipate questions that might be asked in the interview and think of ways to answer them. Hypothesize what the employer would be looking for; imagine the qualities of a good waiter or waitress would need. Find out about the job.
Be enthúsiastic. Be positive.

Conducting the Interview

Ask applicant about school, subjects liked best, subjects liked least.
Have applicant explain any experience s/he has had--tasks or skills involved, how they were able to manage their schedule of school, work, and extra-curricular activities.

Use questions such as "What do you think makes a good sales clerk?" "What special skills can you bring to this job?" "What are your goals?" Use Questions to Expect in a Job Interview for additional questions.
Ask the interviewee if s/he has any questions.
Try to make this a successful experience. If interviewee is not responding, talk about school subjects or outside activities, etc.

Classroom Follow-up

Immediately following interview solicit feedback from class members on what was done well. Make suggestion for an area of improvement if necessary, but focus on making this a successful experience.
Have students share their interview experience from real world.
Help students increase their list of skills acquirred from home, school and volunteer activities, as well as job experiences, that would be appropriate to jobs they might be applying for.

QUESTIONS TO EXPECT IN A JOB INTERVIEW

1. Tell us a little bit about yourself.
2. Why do you want this job?/ What interests you about this job?
3. Why are you leaving your current job?
4. Why should we hire you?/ What can you offer our firm?
5. What are you looking for in a job?
6. What salary expectations do you have?
7. Could you describe for us your favorite class (teacher) in school and why you like it (him/her)?
8. Are you involved in any extra curricular activities in school or volunteer work in the community? If so, describe it.
9. How do you spend your free time?
10. Could you describe any work experience you've had that relates to this job?
11. Describe your ideal job/boss.
12. What do you expect to be doing in 5 years?
13. What is your greatest asset/strength?
14. What is your greatest liability/ weakness?
15. What responsibilities have you had in former jobs/activities?
16. May we ask your current employer for a recommendation?
17. What kind of people do you like to work with?
18. What kind of people do you find it difficult to work with?
19. When are you available to come to work?
20. If we hire someone else for this position, would you be willing to take another type job with our firm?
21. How would you feel about working for a boss who is a woman/is younger than you?
22. What would you do if a customer _____?
23. ARE THERE ANY QUESTIONS YOU'D LIKE TO ASK?

SUPPLEMENTAL ACTIVITY

VALUES AUCTION

PURPOSE: To realize that what a person believes influences what she/he becomes and that beliefs may change as knowledge is acquired.

GROUP SIZE: Classroom

TIME: 45 minutes

MATERIALS: Values Auction packet for each student, pencil

SOURCE: Author unknown

PROCEDURE:

Introduce this activity by discussing "What is an auction?" Our choices reflect our values. This activity will give students a chance to look at some specific items they might choose and determine the values those represent.

Each student should have a copy of Values Auction.

Directions are on the sheets.

VALUES AUCTION

Directions: Below is a survey that will allow you to determine for yourself what your values are. It is easy, it is fascinating, it is fun, and you may learn some surprising things about yourself.

Imagine that you have $2,000 and a list of thirty-four possible items to spend it on. Read the following list carefully. In the space to the right of each one, write down how much money you would spend to buy that item on the open market. Allocate money only to those items you really want to have. Spend all of the $2,000. No more, no less. If you find you have overspent, go back and reallocate. Do the same if you have underspent. You can spend five dollars on one item, $100 on another. You can spend no money on items that don't appeal to you at all, and you can spend the entire $2,000 on one item if that's what you want to do. In other words, you have total freedom to spend the money any way you want.

Remember that your choices will reflect the values which are most significant in your life at this time. Five years ago they might have been different. Five years from now they probably will be different, reflecting your movement and your growth over time. Use pencil so you can erase if you change your mind.

ITEMS TO BUY	AMOUNT BUDGETED
1. A chance to rid the world of prejudice	_____
2. A chance to serve the sick and needy	_____
3. A guarantee to become a famous figure (movie star, baseball hero, astronaut, etc.)	_____
4. A proposal that will triple your company's earnings.	_____
5. A daily massage and the world's finest cuisine from the world's best chef	_____
6. Perfect insight into the meaning of life	_____
7. A vaccine to make all persons incapable of graft or lying	_____
8. A chance to set your own working conditions	_____
9. To be the richest person in the world	_____
10. The Presidency	_____
11. The perfect love affair	_____
12. A house overlooking the most beautiful view in the world, with your favorite works of art	_____
13. To be the most attractive person in the world	_____

ITEMS TO BUY	AMOUNT BUDGETED
14. To live to a hundred with no illness	
15. Free psychoanalysis with a genius analyst	
16. The most complete library of great books for your own private use	
17. Harmony with God, doing God's work	
18. A way to rid the world of unfairness	
19. The resources to donate one million ounces of gold to your favorite charity	
20. To be voted outstanding person of the year and praised in every newspaper	
21. To master the profession of your choice	
22. Time with nothing to do but enjoy yourself, with all needs and desires automatically met	
23. To be the wisest person in the world	
24. A scheme to sneak "authenticity serum" into the drinking water	
25. A way to do your own thing, without hassling	
26. A large room full of silver dollars	
27. The opportunity to control the destinies of 500,000 people	
28. The love and admiration of the whole world	
29. Unlimited travel and tickets to attend any concert, play, opera, or ballet	
30. A total make-over: new body, new hairstyle, all new wardrobe from the designer of your choice, two weeks at a health and beauty spa such as La Costa	
31. Membership in a great health club	
32. Anti-hang up pill	
33. Your own omniscient computer, for any and all facts you might need	
34. Unlimited time to spend with the greatest religious figure of your faith, past or present	

Now that you've done your budgeting, you can figure out what your budget means. Each of the thirty-four items in the list is associated with a value. The following key will show you which value goes with which item.

KEY

Below is a concrete definition of the values involved in budgeting the $2,000. Check it after you have allocated your "money."

1 and 18 JUSTICE: The quality of being impartial or fair

2 and 19 HUMANITARIANISM: Regard for the interests of others

3 and 20 RECOGNITION: Being made to feel significant and important

4 and 21 ACHIEVEMENT: Accomplishment

5 and 22 PLEASURE: Satisfaction or gratification

6 and 23 WISDOM: Insight, good sense, judgment

7 and 24 HONESTY: Straightforwardness, integrity

8 and 25 AUTONOMY: Ability to be independent

9 and 26 MATERIAL WEALTH: Abundance of material possessions

10 and 27 POWER: Control, authority, or influence over others

11 and 28 LOVE: Affection, warm attachment

12 and 29 AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake

13 and 30 PHYSICAL ATTRACTIVENESS and
14 and 31 HEALTH: Concern for the appearance and health of one's own body

15 and 32 EMOTIONAL WELL-BEING: Freedom from overwhelming anxieties; peace of mind

16 and 33 KNOWLEDGE: The seeking of truth and/or information

17 and 34 RELIGIOUS FAITH: Communion with, obedience to, and activity in behalf of a Supreme Being

Now you can complete the chart below. Write down, for each item you chose, the item number, the amount allotted and the value associated with the item. What are the three highest values you budgeted for?

What is the most money you budgeted on a single item?	Item Number	Value
1.		
2.		
3.		

What is the most money you budgeted on a value from paired items?	Item Number	Value
1.		
2.		
3.		

Questions for Discussion:

1. Did you spread your money through several items? Just a few? What might that mean?

2. Would you have spent your money this way five years ago? Why or why not?

3. Will you want the same items 5 years from now? Why or why not?

4. Did anything in this activity surprise you about yourself? Did you learn anything about yourself or others? What?

SUPPLEMENTAL ACTIVITY

INCREASING THE OPTIONS

PURPOSE: To help students make clear choices based on previously identified interests, values, and abilities, rather than on stereotypes or preconceptions.

GROUP SIZE: 10-30 students

TIME: One class period

MATERIALS: Worksheet attached

SOURCE: Jan Gore, Pima County Career Guidance Project

PROCEDURE:

Have students go through list of careers, writing no by all those chief careers which do not interest them. Then go back, and list the reasons they would not be interested in that career.

Now go back and write yes by those careers which do interest them. Again, list reasons. (There could be careers left blank, where students do not have much strong feeling one way or another.)

Now call on a few students to share one or two careers they did not want, giving the reasons. Has anyone or anything influenced their opinions? Can they share that?

Take a poll in the class. Did females tend to say yes to traditionally female careers? Males? (Traditional male careers are all the odd numbers; female the even numbers). Have students take a poll to see how they come out percentage-wise. How do they feel about this? Are all jobs open to women now? Do they feel the same about the question asked earlier, "Has anyone or anything influenced your opinion?"

1. Refer back to the career categories of session four.
2. Do any of the careers students eliminated fit students interests and abilities as described in sessions three or four?
3. Do they want to reconsider?
4. Do people sometimes cut off our options for reasons that are not valid?
5. Do we set goals too low sometimes?

Have students get into groups of three. Ask students to take turns going over one anothers lists and point out any careers you think that person should consider that he/she was not considering. Students may include careers not listed.

Ask students how they feel about this activity. Has it made them think?

CHOICES

First write no beside all the careers you would not want, and list your reasons.

Write yes by all the careers that would interest you, and give your reason. If you have no strong opinion one way or another, leave it blank.

____1. Lawyer _____

____2. Nurse _____

____3. Carpenter _____

____4. Flight attendant _____

____5. Doctor _____

____6. Secretary _____

____7. Accountant _____

____8. Dancer _____

____9. Store or bank manager _____

____10. Housewife _____

____11. Plumber _____

____12. Designer _____

____13. Cook/chef _____

____14. Elementary teacher _____

____15. Stockbroker _____

____16. Dental hygienist _____

____17. Engineer _____

____18. Telephone operator _____

____19. Scientist _____

____20. Sales clerk or cashier _____

Are there any careers on the list you would like if something about it were different?

I would like:	If this were different:
1. _____	1. _____
2. _____	2. _____

SUPPLEMENTAL ACTIVITY

RESEARCH PAPER FOR CAREER EXPLORATION

PURPOSE: To give format for writing a career research paper - for those students who opt to do one. To offer in depth career awareness. (Suggested after interest inventories and general job cluster information obtained.)

GROUP SIZE: Individual

TIME: Several periods

MATERIALS: Access to career center, media, resourse persons. Instruction sheet attached

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PROCEDURE:

This activity is for the teacher who wants to Have students do a very thorough research paper.

FORMAT FOR

RESEARCH PAPER FOR CAREER EXPLORATION

I. Table of Contents

II. Introduction

A. Name of occupation chosen and why you chose it.
B. Purpose in writing paper.
C. Methods of research used.
Explain in detail how you used each of the following methods and evaluate their effectiveness:

1. Personal interviews with people in the field.
2. Field trip to place where this type of work is done.
3. Books, magazines, and newspaper articles.
4. Pamphlets and other printed material from unions, a professional organization, or government agencies.
5. Material put out by career research organizations.
6. Movies, film strips, tapes, or records.

III. Summary of duties involved in the occupation.

A. What a typical day at work would be like.
B. Additional duties.

IV. Education and/or Training requirements.

A. Normal or standard requirements.
B. Alternate methods of entering the field.
C. Any licensing or special exams required by individual states.
D. High school subjects that might help you prepare for occupation.

V. Personal requirements (Explain how they apply to this job and then relate them to yourself)

A. Personality and temperament traits which would help an individual succeed in this job:

1. Dealing with people
2. Working alone
3. Working under stress or deadlines
4. Following precise instructions

B. Physical requirements

1. Light or heavy work
2. Stooping or standing or kneeling
3. Seeing, talking, or hearing

C. Interests (How do your present interests relate to this occupation?)

1. Creative or abstract
2. People and ideas
3. Scientific, technical
4. Routine
5. Outdoors, etc.

RESEARCH PAPER FOR CAREER EXPLORATION - CONT'D

D. Aptitudes (Describe necessary aptitudes and relate to yourself)

1. Verbal, numerical
2. General learning ability
3. Manual dexterity and motor coordination
4. Color discrimination
5. Spatial
6. Clerical, etc.

VI. How do my interest survey results match this career?

VII. Working Conditions (Describe and relate them to your desires and tolerance for the following):

A. Inside - Outside
B. Temperatures or humidity
C. Geographic limitations
D. Noise or vibrations
E. Hazards or dangers

VIII. Facts concerning this occupation (One paragraph on each of the following):

A. Hours
B. Salary
C. Chances for advancement
D. Outlook for the future
E. Related occupations (some jobs may contain similar tasks but require more or less preparation, etc., than the one being researched here)

IX. Conclusion

Does this career still interest you?

X. Bibliography (must contain at least five (5) sources: Author, title, publisher, place, date--Title, magazine, publisher, place, date)

TECHNICAL ASPECTS OF THIS PAPER

I. Ink or typewritten
II. One side of paper only
III. Use note cards

SUPPLEMENTAL ACTIVITY

TELEPHONE TECHNIQUES

PURPOSE: To give students practice in using the telephone to inquire about jobs.

GROUP SIZE: 10-30 students

TIME: One class period

MATERIALS: Role-play situations on 3x5 index cards, telephones from your local phone company.

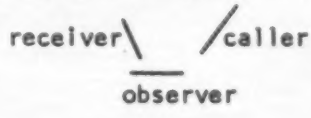
PROCEDURE:

Write the suggested role play situations attached on 3x5 index cards.

Put students in groups of three. Ask one student in each group to place the call, another to receive the call, and the third student to observe, and then give suggestions and feedback after the role-play is done. Then pass the card to another group, get a new card, and take turns being observer, caller, and receiver. Continue.

Teacher may rotate through groups to observe and give feedback. New groups may be assigned mid-way through class period. One or more groups may be asked to demonstrate in front of the room.

Note: Students may find it easier to "talk" if they don't look at one another. Chairs may be placed so that the caller and receiver face opposite directions.



Near the end of the class period, ask students to share which situations were most difficult. Why?

SUGGESTED ROLE-PLAYING SITUATIONS FOR 3X5 CARDS:

1. Answer an ad in the newspaper.
2. Take an interview on the phone.
3. You are at work and your boss asks you to call someone to leave a message for them.
4. Call the newspaper to inquire about getting a job as a newspaper delivery person.
5. Call a company or restaurant chain to inquire about possible employment possibilities.
6. Place a collect long distance call from your business office to place an order.
7. Call friends of the family to get ideas about places to look for a summer job.
8. Call a business office to find out the procedure for applying for a job with them.
9. Call an acquaintance to find out if there are any summer job openings where he works.
10. Call a neighborhood business to see if there are any jobs available for the summer.
11. Role-play a situation where student has to take down alot of written information.

SUPPLEMENTAL ACTIVITY

FUTURE PLANNING-PART 1

PURPOSE: To provide a means whereby students can start setting goals and developing individual action plans for their future.

GROUP SIZE: 1-25 students

TIME: 45 minutes

MATERIALS: Paper and pencil

SOURCE: Robert Mackay, Pima County Career Guidance Project

PROCEDURE:

Begin the process by asking the members to relax. Have the members relax all the muscles in their body one at a time. Have the members of the group slowly close their eyes. Tell them they are now in suspended animation. You are now going to take them on a trip into their future. Explain to them that everything is perfect. Everything they want for themselves will come about. Everything they want to happen to themselves will happen. You are now taking them high up into the air. Two years have passed as you go higher and higher and everything they want is occuring for them. Five years have passed now and they are at the top of their journey. All the things they want they are going to get. They are coming down now and they are thinking of where they want to live ten years from the start of the journey. Anywhere they want to live is where they will land. Seven years have passed now and they are coming down and thinking about who they want to live with. This too will happen for them. Nine years have passed and they begin to see the earth. What ever it is they want to be doing ten years from now they will be doing. As you begin to land tell them they can now see where they are. It is where they want to be. They can also see those people with whom they want to be with. Also they can see they will be doing exactly what it is they want to be doing ten years in the future and they are doing it. Ask them to remember all of these facts.

Ask them to wake up now and write down exactly where they are, who they are with, and what they are doing. Explain to them that all of this can come true. They need only take the proper actions to get them to this point in their lives.

Ask them to write down all the actions they would have to take to get them to this point in their lives. This should all be done individually and no one should have to share any information. Give them at least 20 minutes to write down these actions.

<u>To The Teacher</u>:

This is a very personal experience and should be done with as little communication among students as possible.

SUPPLEMENTAL ACTIVITY

FUTURE PLANNING-PART II

PURPOSE: To provide a means whereby students can start setting goals, and developing action plans

GROUP SIZE: 1-25 students

TIME: 45 minutes

MATERIALS: Pencil, 1 copy of action plan for each student

PROCEDURE:

Pass out one copy of the action plan to each student.

Have them take out the list of actions they wrote in the prior class. Explain that on the left side of the action plan the students should list the actions written in the last class in chronological order.

Allow the students 15 minutes to do this.

Next explain to them that between certain actions, gaps will appear. In other words, to get from one action to another several other actions may be necessary.

Have the students fill in these other actions on the right hand side of the paper.

When the student finishes this, he/she will have a list of actions directed at achieving a goal which this student set.

Explain to the student that the exercise is a process and not a finished product. Because of our changing values and changing goals, this exercise needs to be repeated often during the students' life. Now that they have the process they can continue to make their own action plans.

STUDENT ACTION PLAN

Present

Actions Place In Chronological Order	Further Actions to Fill In Gaps
	2 Years
	4 Years
	6 Years
	8 Years
10 Years	From Now

SUPPLEMENTAL ACTIVITY

COLLEGE BOUND?

PURPOSE: To provide those students who plan to attend college with a list of resources available to aide them in making some decisions and choices.

GROUP SIZE: 25-40 students

TIME: Orientation - 30 minutes. Student research - indefinite

MATERIALS: Resource list below

PROCEDURE:

1. Relate the process of choosing a college to the process described in the decision-making activities section of this manual.
2. Emphasize the importance of this decision, and the need to explore all possibilities.
3. Thoroughly investigate all services that are available to college-bound students so that the attached sheet can have specific names and room numbers, etc., where applicable.
4. Review the resource list with the group, encouraging comments and additional items that can be added to it.

COLLEGE BOUND RESOURCE LIST

1. Contact school counselors assigned as college advisors.
2. Locate college catalogs in school library or career center.
3. Visit local colleges and speak with students in your field of interest, admissions officers, department chairpeople, etc.
4. Write to any college in which you may be interested in order to gather more specific information.
5. Determine whether your school has a computer from which you can get inforamtion on colleges that would meet your specific needs.
6. Talk with teachers in your school about college choices.

SUPPLEMENTAL ACTIVITY

TRADE SCHOOL BOUND?

PURPOSE: To provide those students who plan to attend a trade or business school with a list of resources available to aide them in making some decisions and choices.

GROUP SIZE: 25-40 students

TIME: Orientation - 30 minutes. Student Research - Indifinite

MATERIALS: Resource list below

PROCEDURE:

1. Relate the process of choosing a trade or business school to the process described in the decision-making activities section of this manual.

2. Emphasize the importance of this decision, and the need to explore all possibilities.

3. Thoroughly investigate all services that are available to trade/business school bound students so that the attached sheet can be as specific as possible.

4. Review the resource list with the group, encouraging comments and additional items that can be added to it.

TRADE/BUSINESS SCHOOL BOUND RESOURCE LIST

1. Seek advice from school counselors.

2. Speak with vocational education teachers regarding choice of trade/business schools.

3. Make a list of every trade school listed in the Yellow Pages of the telephone directory that might meet your needs.

4. Make an appointment with the head of each of these schools to get first-hand information regarding fees, program, requirements, etc.

5. Locate information on trade/business schools in your school library or career center.

6. If available, use your schools career computer to gather information on schools most suited for you.

RELATED CAREER GUIDANCE MEDIA
FOR
CAREER AWARENESS-EDUCATIONAL AWARENESS

All About EVE, film, Equal Vocational Education
American Women, fimstrip/cassette, Butterick Publishing
Anything You Want To Be, film American Telephone and Telegraph
Bilingual Career Information System, filmstrip.cassettes, Hoffman Learning
Bilingual Construction Apprentice, slide/tape, Westside Area Career Project
Bookkeeping: Occupations & Opportunities, film, BFA
Career Education Series: Commercial Aviation, filmstrip/cassettes, Acoustifone
Career Exploration Series: Automotive Repair, filmstrips/cassettes, Acoustifone
Clerical Occupations/Secretary
Metal Working
Repair and Maintenance
Careers in Agriculture, filmstrips/cassettes, Pathescope Educational Media
Careers in Banking and Insurance, filmstrips/cassettes, Pathescope
Careers in Business Administration, filmstrips/cassettes, Pathescope
Careers in Business and Office Skills, filmstrips/cassettes. Pathescope
Careers in Community Service, filmstrips/cassettes, Pathescope
Careers in Computers, filmstrips/cassettes, Pathescope
Careers in Electronics, filmstrips/cassettes, Pathescope
Careers in Engineering, filmstrips/cassettes, Pathescope
Careers in Food Service, filmstrips/cassettes, Pathescope
Careers in Sales, filmstrips/cassettes, Pathescope
Career Guidance Class, workbook, Walter Metcalf and Associates
Careers in Beauty and Fitness, filmstrips/cassettes, Pathescope
Careers in the Building Trade, filmstrips/cassettes, Educational Dimensions
Careers in Education, filmstrips/cassettes. Pathescope Educational Films
Careers in the Health Services, filmstrips/cassettes, Pathescope Educ. Films
Careers in Industry, film, Doubleday
Careers in Journalism, filmstrips/cassettes. Pathescope Educ. Films, Associated
Careers in Law and Law Enforcement, filmstrips/cassettes, Prentice-Hall
Careers in the Leisure Time Industry, filmstrips/cassettes, Pathescope
Careers in Music, book, Macmillan Pub. Co
Careers in Nursing, filmstrips/cassettes, Pathescope
Careers in Show Business, filmstrips/cassettes, Pathescope
Careers in the Skilled Services, film, Doubleday
Careers in Oceanography, filmstrips/cassettes, Milliken Pub. Co.
Careers in Transportation, film, Doubleday
Careers in Social Work, filmstrips/cassettes, Pathescope
Drafting: Occupations and Opportunities, film, BFA
Exploring Careers, spirit masters, Educational Design, Inc.
Hey, What Are Your Plans For The Next 60 Years?, slide/tape
How Well Do You Know Your Interest?, Interest Inventory, Westinghouse Learning
Is a Career in Clerical Work for You?, film, Counselor Films Inc.
Is a Career in Electronics Manufacturing for You?, film, Counselor Films Inc.
Is a Career in Finance, Insurance, or Real Estate for you?, film, Counselor
Is a Career in Government for You?, film, Counselor Films
Is a Career in the Hotel or Motel Business for You?, film, Counselor Films
Is a Career in Machining for You?, film, Counselor Films

Is a Career in the Professions for You?, film, Counselor Films Inc.
Is a Career in Radio or Television for You?, film, Counselor Films Inc.
Is a Career in the Service Industries for You?, film, Counselor Films
Is a Career as a Technician for You?, film, Counselor Films
Is a Sales Career for You?, film, Counselor Films
Making It in the World of Work, film, Film Fair Communications
Non-Traditional Careers For Women, filmstrip/cassettes, Pathescope
Oceanography: The Role of People in Ocean Science, film, BFA
Picture Interest Screening, interest inventory, Singer
PIES (Picture Interest Exploration Survey), slide/tape, Singer
Pioneers in a Man's World, Photoboards
Vocational Orientation Series: Home Economics--filmstrips/cassettes,
Agri-Business
Technical
Trade and Industry
Distributive Education
Office Occupations
Superior Educational Media, Inc.
What is Science?, filmstrips/cassettes, Prentice-Hall
Women in Communication, film, BFA
Women Pioneers, filmstrips/cassettes, Educational Activities, Inc.
Working Equal: Area Vocational Center, film
Young Women in Sports, film, BFA

Careers and Lifestyles, filmstrips/cassettes, Guidance Associates
Career Exploration - Food Services, filmstrips/cassetttes
Fascinating World of Work, filmstrips/cassettes, Vocational Career Consultants
Hospitality-Recreation Careers, filmstrips/cassettes
Keys Career Exploration - filmstrips/cassettes, SRA
Liking Your Job and Your Life, filmstrips/cassettes, Guidance Associates
People Who Create Art, filmstrips/cassettes, Guidance Associates
People Who Help Others, filmstrips/cassettes, Guidance Associates
People Who Organize Facts, filmstrips/cassettes, Guidance Associates
Trouble at Work, filmstrips/cassettes, Guidance Associates
Why Work at All, filmstrips/cassettes, Guidance Associates

SECONDARY CAREER GUIDANCE MATERIALS

DECIDING: A LEADER'S GUIDE
(College Entrance Examination Board)

DECIDING FOR MYSELF
(Winston Press)

DECISION MAKING FOR CAREER DEVELOPMENT/ROLE PLAYING PROGRAM
(Science Research Associates)

ECONOMICS FOR YOUNG AMERICANS
(Chamber of Commerce of the United States)

HAPPY BIRTHDAY TO U.S.
(Addison-Wesley)

HOG DOG FILMS
(Films Incorporated)

HUMAN VALUES IN THE CLASSROOM
(Hart)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM
(Prentice Hall)

JOB SURVIVAL SKILLS KIT
(Singer)

LIFE SKILLS: FILLING OUT FORMS AND FOLLOWING DIRECTIONS
(The Center for Humanities, Inc.)

MATH APPLICATIONS KIT
(Science Research Associates)

METMAK
(Science Research Associates)

MOVE (MANAGING OUR VOCATIONAL EXPLORATIONS)
(Arizona Division of Vocational Education, Arizona Department of Education)

PERSONALIZING EDUCATION--VALUES CLARIFICATION AND BEYOND
(Hart)

STRUCTURED EXPERIENCES I-VI by Pfeiffer and Jones
(University Press)

VALUES
(Xerox Corporation)

VALUES CLARIFICATION
(Hart)

VALUES CLARIFICATION THROUGH SUBJECT MATTER
(Hart)

WHAT COLOR IS YOUR PARACHUTE
(Ten Speed Press)